

Advanced Placement English Language and Composition Summer Reading 2011-2012 School Year

To the Students and Parents/Guardians of Incoming AP English Language and Composition Students:

All students in our honors English program are required to read at least one novel or play during the summer and to complete an accompanying assignment in preparation for the upcoming school year. Many students enrolled in AP English Language will choose to take the Advanced Placement Language exam, and these students will need to have read a wide range of literature in order to be successful.

We have chosen the following selections for incoming AP English Language students. Please choose one book from the list below and read it carefully, using the attached guide to assist you in actively reading (Read: book noting) your book. Keep in mind that the more effectively you book note, the easier the written portions of the Summer Reading Assignment will be! Two approaches to book noting are provided to assist you in noting effectively. *It is highly recommended that students who are serious about taking the English Language AP exam read as many of these selections as possible.* However, only one is required.

- ※ ***The Things They Carried*** (O'Brien)
- ※ ***Reading Lolita in Tehran*** (Nafisi)
- ※ ***A Concise History of the Russian Revolution*** (Pipes)
- ※ ***Intellectuals*** (Johnson)

You are expected to report to the first day of class with a typed response to the attached SOAPSTONE questions (minimum: one paragraph response for each section). These responses will guide you in your first essay in the class.

Feel free to contact Jodi Smith if you have any questions or concerns. She can be reached at 815-609-8506 X832724. We will alert the managers of Barnes and Noble (across from the mall and at 127th street by Target in North Plainfield so that they know there will be a demand for these novels this summer. This information is also available in the English Department's section of the school website.) (<http://www.psd202.org/pnhs/English/englishindex.htm>)

Course Change:

From February 18th through July 31st of 2011, **no** course changes will be made as the 2011-12 master schedule will be in the development stage.

From August 1st through the last day before school starts, students may make changes to their 2011-12 course requests **IF** there is available space in the course they are requesting. **A parent signature is REQUIRED for ANY change to a student's course requests to ensure parent knowledge. Please contact Student Services for course change request form.**

SOAPStone

- Subject:** What is the subject of the text (the general topic, content, or ideas contained in the text)? How do you know this? How does the author present the subject? Is it introduced immediately or delayed? Is the subject hidden? Or is there more than one subject?
- Occasion:** What is the rhetorical occasion (the time and place of the piece or the current situation)? Is it a memory, a description, an observation, a valedictory, an argument, a diatribe, an elegy, a declaration, a critique, a journal entry, or...?
- Audience:** Who is the audience (the group of readers to whom this piece is directed)? Does the speaker identify an audience? What assumptions exist about the intended audience?
- Purpose:** What is the purpose for the passage (the reason for its composition)? What is the speaker's purpose (the reason behind the text)? How is this message conveyed? What is the message? How does the speaker try to spark a reaction in the audience? What techniques are used to achieve a purpose? How does the text make the audience feel? What is its intended effect?
- Speaker:** Who is the speaker (the voice that tells the story)? Is someone identified as the speaker? What assumptions can be made about the speaker? What age, gender, class, emotional state, education, or....?
- Tone:** If the author were to read aloud the passage, describe the likely tone of voice. It is whatever clarifies the author's attitude toward the subject. What emotional sense pervades the piece? How does the diction point to tone? How do the author's diction, detail, images, language, and sentence structure convey his or her feelings?